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ABSTRACT

In attempting to assess emerging attitudes toward women, 186 students in five different behavioral and social science college courses were tested at the beginning and end of the semester. Each class devoted varying percentages of the total curriculum to the topic of changing male-female roles. Pre-post differences were examined for the following contrasting variables: college class, age, sex, race, and marital status using Patricia Engelhard's Attitudes Toward Women Survey. Results indicated that the most emergent attitudes were obtained from white, married, female senior-level or graduate school students over the age of 25. The variables of age and marital status produced the most divergent attitudes toward women. The greatest post-test increase was noted in two marriage and family courses--classes in which approximately 20% of the course content directly involved examining male-female attitudes. (Author)

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INVESTIGATING EMERGING ATTITUDES TOWARD WOMEN

By

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Abstract

In attempting to assess emerging attitudes toward women, 186 students in five different behavioral and social science college courses were tested at the beginning and end of the semester. Each class devoted varying percentages of the total curriculum to the topic of changing male-female roles. Pre-post differences were examined for the following contrasting variables: college class, age, sex, race, and marital status using Patricia Engelhard's Attitudes Toward Women Survey.

The statistical procedure involved an analysis of variance of the individual and group mean pre and post-test scores. An individual item analysis was also conducted.

Results indicated that the most emergent attitudes were obtained from white, married, female senior-level or graduate school students over the age of 25. The variables of age and marital status produced the most divergent attitudes toward women. The greatest post-test increase was noted in two marriage and family courses -- sophomore level classes in which approximately 20% of the course content directly involved examining male-female attitudes.

In evaluating the actual questionnaire used in the study, split-half and odd-even types of reliability ranged from .70 - .94. Additional validity studies are suggested.

Investigating Emerging Attitudes Toward Women College Students

In the past decade much attention has been focused on expanding vocational and personal-social opportunities for women. Countless books, articles, and speeches have introduced a new vocabulary into our culture, including the "liberated woman," "sexism," "feminism," and, of course, that new breed of animal, the "male chauvinist pig." Breaking male-female stereotyped roles can be a freeing experience for both sexes, but changing such attitudes remains an ongoing task.

Significant sexual changes have also occurred within educational institutions. For example, Phi Delta Kappan, long known as the "professional fraternity for men in education," recently voted to extend membership privileges to women. A special issue of the Kappan (October, 1973) concerning education and the feminist movement helped focus on needed reforms aimed at eliminating existing discriminatory practices toward female educators. The editors of Psychology Today have also published "The Female Experience" (1973), emphasizing physiological, psychological, and sociological facts and myths concerning women. Books such as Splaver's (1973) Non-traditional Careers for Women discuss new and rewarding vocations in areas which were once considered "for men only." Other recent books have focused on sociological, psychological, and physiological "facts" and "myths" concerning women (i.e. McBee and Blake, 1974; Bardwick, 1971; Astin Suniewick, and Dweck, 1974; and"New Research on Women," 1974.) A special monograph published by the Association for Counselor Education and Supervision specifically emphasized the professional female counselor educator,(1974).

In attempting to assess attitude changes toward male-female roles, Patricia Engelhard developed and evaluated a questionnaire entitled the Attitudes Toward Women Survey. About one-fourth of the 68 items were taken from instruments already in existence (Drews, 1965; Steinmann, Levi and Fox, 1964), the remaining questions

being refined through two pilot studies conducted at the University of Minnesota. The final instrument was divided into five categories, including: 1. attitudes involving the over-all role of women today; 2. child-rearing attitudes; 3. attitudes concerning discriminatory practices; 4. attitudes concerning education for women; and 5. attitudes dealing with the nature of work for women. Half of the items in each sub-category and half of the total 68 items were written from a traditional stance, while the other half were written from an emergent perspective. The traditional items were scored backward so that all on the 1-5 point scale would be additive. The highest score that can be obtained on the questionnaire is 340, indicating an extremely positive attitude toward more female participation in traditionally masculine areas and support for sexual equality. The lowest possible score is 68 and, of course, represents a strong preference for seeing women limit themselves to their traditional roles. Scores from 204 to 342 can be considered in the emergent direction, and from 204 down to 68 indicating a traditional trend.

The original studies completed by Engelhard investigated attitudes of 871 counselors employed by the Minnesota State Department of Education in 1968. Four years later the questionnaire was later sent to a 15 percent random sampling of Minnesota counselors. The findings of these two studies and a full description of the Attitudes Toward Women Survey were later published in Impact Magazine (winter, 1972). Engelhard's main findings were that: (1) female counselors evidenced significantly ($p < .001$) more emergent attitudes than male counselors; (2) married women counselors scored the most emergently, followed by single women, married men and single men counselors; (3) male counselors whose wives were gainfully employed evidenced a more emergent orientation than those males whose wives were not gainfully employed and; (4) there was little correlation between age and

and emergent attitudes.

In a follow-up investigation of the survey, Jeanne Werner (1973) obtained 365 questionnaires from counselors employed by the Alabama State Department of Education. Her main hypothesis, that counselors could be divided into two groups, traditional and emergent, was not supported. Less than 10% returning questionnaires had scores reflecting traditional attitudes toward women's occupational choices. An equal number of emergent attitudes were obtained for all age groups.

Purpose of the Study

In the conclusion to her original study involving the Attitudes Toward Women Survey, Engelhard (1972) recommended that the instrument be further developed. "It has demonstrated usability in measuring attitudes toward woman's role. More sophisticated scrutiny with respect to validity and reliability would be desirable" (p. 26). Thus, one of the purposes of the present study was to examine critically the reliability of such an instrument in a predominately female environment.

A second major purpose of the study was to investigate possible male-female attitude changes resulting from several graduate and undergraduate semester classes. In addition to developing additional norms and comparing class mean scores in different behavioral science courses, pre-post semester attitudes were examined. It was hypothesized that classes directly confronting and challenging students to re-evaluate their male-female attitudes would be more effective than classes where no such attempt was made.

Lastly, the contrasting groups of sex, age, race, and marital status were examined for critical differences.

Method

Students from two institutes of higher education were studied. Four different undergraduate (spring, 1974) classes from Virginia Intermont College, a four year women's college, were compared to a graduate group of teachers and counselors

studying at the University of South Carolina—Spartanburg. The actual classes and a brief course description follows:

1. Career and Vocational Exploration - A course for graduating sophomores and seniors designed to explore the world of work, examine stereotyped attitudes toward jobs, discuss "The Female Experience," write a self-inventory based on psychometric and personal exploration, prepare a job resumé, and participate in job placement interviews. Approximately 40% of the course content focused directly on the topic of sexist attitudes.

2. Group Dynamics - A seminar for seniors graduating from various behavioral and social science disciplines, focusing on types and definitions of groups, types of group leaders, group leaders, group process and group roles, structured exercises, etc. Approximately 15% of the content was focused directly on male-female attitudes.

3. Marriage and Family - A sophomore course focusing on comparative studies of courtship and family, sex education and marital adjustment, the parental role and adjustment to children, and future forms of marriage and family. Approximately 20% of the content directly involved changing male-female relationships.

4. Introductory Psychology - A sophomore class covering learning, human development, memory and problem solving, emotion and motivation, personality, social psychology, and behavior disorders and therapy. Approximately 10% of the content directly involved male-female roles.

5. Fundamentals of Guidance - A graduate class discussing the role and responsibilities of counselors, with one unit specifically dealing with emerging attitudes towards women (10% course content.)

The survey was administered in the following standardized manner: during the first week of the semester the author administered the questionnaire, encouraging students to answer each question honestly, and promising additional feedback

regarding the scores later in the semester. During the last week of each class the author again administered the Attitudes Toward Women Survey. After all students had completed the post-test, their original questionnaires and scores were returned and discussed in relation to the class means and other norming information. Specific items from the questionnaire were also discussed at that time.

The statistical procedure involved an analysis of variance on the individual pre and post test mean scores. Group mean scores for each class accounted for any missing data from individual students not in the course the first or last week of the semester. The analysis of variance investigated mean differences between the following contrasting variables: (1) class (career and vocational exploration, group dynamics, marriage and family, introductory psychology, or fundamentals of guidance); (2) time (pre- or post semester); (3) marital status (single or married); (4) sex (male or female); (5) race (black or white) and (6) age (18-19, 20-21, 22-24, 25-30, and over 30 (combined due to small numbers.) The college students comprising the sample were drawn predominantly from the southeastern region of the United States.

In evaluating the reliability of the instrument, coefficients of internal-reliability and a split-half coefficient were obtained. An item analysis also investigated significant differences relating to the various contrasting variables.

Results

A. Reliability

Two types of reliability checks were run on the traditional and emergent items, including odd v.s. even (Table 1) and split-half investigations (Table 2). The levels of reliability are summarized in Tables 1 and 2.

Insert Table 1 and 2 here

Thus, the reliability of the "Attitudes Toward Women Survey" was high, ranging from .70 - .94, all scales being significant beyond the .001 level of confidence.

B. Item Analysis

Tables 3 and 4 are based on an analysis of variance (ANOV) for each specific question on the pre and post test. Only items which differed significantly on the contrasted class, age, sex, race, or marital levels are presented. In addition to the specific level of significance, the particular group having the highest (most emergent) mean score is listed in parentheses. Table 3 lists an item analysis of the thirty-four "traditional" statements, while Table 4 contains a similar comparison of the "emergent" questions.

Insert Table 3 here

Results of the ANOV pre and post traditional item analysis presented in Table 3 may be summarized in the following statements:

1. Thirty-three items (19%) differed significantly on the pre-test, while twenty-six (15%) of the statements varied on the post-test.

2. Thirteen of nineteen (68%) items differing on the pre-test also contrasted significantly on the post-test questions.

3. The specific variables ranked from most to least items significantly different were: marital status (19), race (13), age (12), sex (8), and class (7).

4. Specific items differing on three or more contrasted variables were numbers 9, 11, 47 on the pre-test, and 3, 9, and 39 on the post-test. The question producing the greatest variation of opinion was "nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands." (#9)

5. The most emergent attitudes on specific variables were characterized by white, married females, over twenty-five years of age, enrolled in a senior-level group dynamics or a graduate fundamentals of guidance class.

Table 4 investigates significant item differences on the pre-post emergent scale. As in Table 3, only items with a significant contrast are presented, the group with the most emergent attitude being listed in parentheses.

Insert Table 4 here

Table 4 may be summarized in the following manner:

1. Twenty-three (19%) of the items differed on the pre-test, while twenty-one (12%) of the statements varied on the post test.

2. Nine of nineteen (47%) items differing on the pre-test also appeared on the post-test list.

3. The specific variables ranked from most to least items significantly different were: marital status (12); age (9); and race, sex, class (all 8).

4. Specific items differing significantly on three or more contrasted variables were number 35 on the pre-test and post concerning sex stereotypes impeding logical career development and number 15 on the post-test concerning a married woman with pre-school children being justified to work simply because she wants to.

5. More variance occurred on the emergent attitudes than the traditional attitudes across all contrasted variables. In class comparisons, graduate-level fundamentals of guidance and a senior level career and vocational exploration held the most emergent attitudes. The specific post-test items on which the career class scored highest was the question (#15) relating to women with pre-school children, a topic specifically discussed in class. The age variable was still most emergent for older (25+) college students, but two exceptions on the

pre-test were obtained (items 1 and 27). Whites again tended to hold more emergent attitudes than blacks with the following pre-test exceptions: "True love for her family and an active concern for mankind are inseparable for a married women" (#16), and "with the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution" (#61).

Married persons scored significantly more emergent than single persons, with the following two exceptions: pre-test #54: "Courses in the arts and romance languages should be considered by more boys than are considering them today;" post-test #1: "Nurturance and concern for others are equally important for men and women." Females tended to hold more emergent attitudes than males for all pre and post test items.

Table 5 consists on a 1-way ANOV by run. The column labeled "levels" refers to the specific contrasted variables presented in the preceding tables. For example, levels I-V for the class variable are career and vocational exploration, group dynamics, marriage and family, introductory psychology, and fundamental of guidance respectively. Age levels I-V are 18-19; 20-21; 22-24; 25-30; and over 30 respectively. The remaining respective contrasting levels consist of sex (male-female), race (black-white) and marital status (single-married.) For each variable, the number and the mean score for the traditional and emergent items are listed.

Insert Table 5 here

Thus, on the pre-test, an ANOV indicated the greatest variance to be on the age and marital status variables. Married persons over the age of twenty-five indicated the most emergent sex-role attitudes. Although the male mean scores were higher overall, the small number of males (9), plus their older ages, probably accounted for the greater mean scores. Few initial differences were noted for race or college classes.

Table 6 presents a similar one-way ANOV for all variables on the post-test. The same contrasting levels as in Table 5 are noted for each contrasting variable.

Insert Table 6 here

Results of Table 6 indicate that at the conclusion of a semester college class, significantly different sex-role attitudes were noted. White, married, adult graduate level college students appeared to have more emergent male attitudes toward women. The single most important differential appeared to be whether or not the individual was married.

Table 7 consists of a two-way ANOV for the various total class mean scores. Similar respective class levels as in Table 5 and 6 are compared pre and post "run" results are presented in Levels I and II respectively.

Insert Table 7 here

Based on the results of Table 7, significant attitude changes were noted following a one semester course in which male-female stereotyped roles were explored. The highly significant ($p < .0001$) changes on the pre-post test mean scores appear to indicate a heightened awareness of emerging attitudes toward women resulting from a college class in the behavioral sciences.

In attempting to determine specific classes where the most significant change was noted, a Scheffe post hoc t-test examined the class/run interaction more closely. Significant mean score interactions were noted between the marriage and family pre-test and the fundamentals of guidance post-test ($t=-4.59$;

$p < .01$). A significant ($p < .05$) gain was also recorded on the post-test mean marriage and family score when compared to the same class pre-test mean score ($t=-3.68$). Thus, a significant change in attitude was obtained in a marriage and family course, composed predominately of young single college sophomores.

Significant age differences are examined in Table 8 by means of a two-way ANOV, and levels I&II on the "run" category represent pre and post mean results respectively.

Insert Table 8 here

Results of Table 8 indicate that college students aged twenty-five and above seem to have the most emergent attitudes toward women. All ages indicated more emergent attitudes on the post-test, a Scheffe t-test indicating no particular age group improving significantly more.

The sex differences will not be charted, being invalid due to the disproportion ratio of men to women in the total population (6:250). However, Scheffe t-test indicated a significant ($p < .05$) total mean interaction increase resulting from the female pre-post scores.

Table 9 presents a two-way ANOV of race, level I indicating black students and level II white individuals. Level I on the run category includes pre-test mean scores, level II listing similar post-test results.

Insert Table 9 here

Results of Table 9 indicate that white students scored significantly higher on the traditional items, no significance being reported on the emergent scale. Again the post-test scores improved significantly ($p < .0001$) for both black and white students.

Marital status differences are examined in Table 10, level I indicating single college students, level II being married students. The same pre-post measures as previous tables are noted in levels I and II respectfully.

Insert Table 10 here

Figures in Table 10 reveal that married persons tended to score significantly higher ($p < .01$) than single persons. However, both married and single college students indicated more emergent attitudes at the conclusion of the semester ($p < .0001$).

Discussion

A major finding of the paper is that married college students tend to indicate more emergent attitudes toward women than single individuals. Such findings are consistent with previous studies by Engelhard with a counselor population.

The second most significant finding seems to be that college students over the age of twenty-five scored significantly higher than their younger colleagues. When the author initially noted the high levels of significance on the computer printout, it was assumed that the younger, "more liberal" students had the highest scores. Finding the opposite age group (over 25) the most emergent was indeed a surprise, but perhaps it should not have been. Older women returning to college most probably have personally experienced sex-role stereotyping, raising their own level of consciousness in the process.

Such findings are contradictory to previous studies by Engelhard and Werner in which no age differences were noted. However, two different populations were studied (students vs. counselors) and the previous studies lacked norms for the 18-25 year old group.

Another major finding is that significant pre-post semester differences were noted in all behavioral science courses investigated. Higher scores were obtained

in senior and graduate level courses. Naturally, such students also tended to be older, combining the above mentioned age differences. Of five courses of instruction studied, a marriage and family seminar affected the most significant attitude change. The two marriage and family sections were team taught by five behavioral science instructors, with a major emphasis being on emerging attitudes regarding a women's role as wife, mother, and career seeker.

Due to the small number of male students sampled, specific sexual differences must be viewed with caution. One significant sex difference seemed to appear in items reflecting a woman being totally satisfied in her identity as a homemaker. Females appeared to disagree more on the statement, probably indicating heightened identities in personal satisfaction both inside and outside the home.

In considering racial differences, white students generally scored in a more emergent direction. Such differences were not as conclusive as the other contrasted groups. It should be noted that the black college students' overall mean scores decreased on the post-test, while similar white population scores increased significantly. Whether or not the all-white instructors influenced such results needs additional study.

Although the contrasted variables were not mutually exclusive, the factors of marital status and age appeared to be the most significant. Emerging attitudes toward women were most characterized by white, married females, over age twenty-five who were enrolled in senior or graduate school courses.

The present study should be viewed merely as a pilot project. More validity studies are needed, as are additional control group results and various time-interval testing. Naturally, the college students were affected by more factors than merely attending a one-semester behavioral science course. Indeed, the

entire U.S. population appears to be undergoing a needed heightened awareness regarding emerging women's roles. Attitudes of persons above age 35 need to be further explored, as do racial differences. Populations other than college students should similarly be investigated. However, the high levels of reliability and the significant differences obtained would appear to lend additional support to The Attitudes Toward Women Survey in examining changing sex role stereotypes.

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Table 1

Odd Versus Even Reliability

Item	Number	Spearman RHO	Spearman-Brown	Level of Signif.
Traditional (Pre-test	188	.84	.91	.001
Traditional (Post-test)	186	.88	.94	.001
Emergent (Pre-test)	188	.79	.88	.001
Emergent (Post-test)	186	.82	.90	.001

Table 2

Split-Half Reliability

Item	Number	Spearman RHO	Level of Significance
Traditional (Pre-test)	188	.78	.001
Traditional (Post-test)	186	.84	.001
Emergent (Pre-test)	188	.70	.001
Emergent (Post-test)	186	.79	.001

Table 3

Analysis of Variance: The "Traditional" Sub-Scores

Item	Class	Age	Sex	Race	Marital Status
A. Pre-Test					
3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.		.05[5]			.001[2]
8. Physical care of aging parents should more often be the daughter's responsibility.					.001[2]
9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands.				.05[2]	.001[2]
11. There should be a sex advantage to boys, other things being equal, on the granting of graduate fellowships.	.05[2]	.01[4]		.0001[2]	.01[2]
14. Men are meant to lead, and women, except in extreme circumstances, to follow.		.05[4]			
22. Marriage and children should take precedence over everything else in a married woman's life.					.05[2]
25. Women who work are taking jobs away from men.	05				
31. Mothers of children under three should not work either full or part time unless there is serious economic necessity for so doing.					.01[2]

Table 3 (continued)

Item	Class	Age	Sex	Race	Marital Status
33. Going to college to get a husband can justifiably be the prime goal of a girl's college career.					.01[2]
39. A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.				.001[2]	
42. Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	.05[5]			.001[2]	
45. Mother substitutes can hardly ever do as adequate a job of child rearing as the child's own mother.	.05[5]				.001[2]
47. "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.		.05[5]		.0001[2]	.01[2]
48. Marriage and children should be viewed as decidedly limiting factors in the career development of girls.		.05[4]			
50. Married women should not crave personal success, but instead be satisfied with their husbands' achievements.		.01[4]			
53. School districts should refuse to hire married women as teachers.			.01[2]		
63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	.01[5]			.05[2]	

Table 3 (continued)

Item	Class	Age	Sex	Race	Mari Stat
66. Colleges and universities should continue to enforce the anti-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of quaiifications.				.001[2]	
67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.				.01[2]	
68. A married woman with children at home should not become involved at the career level of work.	.05[2&5]	.05[5]			.01[2]
3. Post-Test					
3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.	.01[2]	.001[4]			.01[2]
9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands.		.01[5]		.01[2]	.001[2]
14. Men are meant to lead, and women, except in extreme circumstances, to follow.			.05[2]		
22. Marriage and children should take precedence over everything else in a married woman's life.					.05[2]

Table 3 (continued)

Item	Class	Age	Sex	Race	Marital Status
23. Man is traditionally the breadwinner and woman is the homemaker, we should attempt to maintain a definite role separation.			.05[2]		
24. Going to college to get a husband can justifiably be the prime goal a girl's college career.					.01[2]
25. Less serious academic and career aims for girls should be understood accepted by teachers working with girls.				.01[2]	
26. Love and charity begin in the home; therefore, women with children Could stay in the home after marriage and not worry about extending their love and charity beyond.			.05[2]		
27. A single woman should be hired over a married woman, even though married woman has slightly higher qualifications.			.01[2]	.05[2]	.05[2]
28. Women handle routine, detailed, repetitive tasks better then ative and imaginative tasks.				.001[2]	
29. "An insurance policy to be used only if needed," is a good way for girl to view her college career preparation.				.05[2]	.01[2]
30. Marriage and children should be viewed as decidedly limiting factors the career development of girls.	.05[5]				

Table 3 (continued)

Item	Class	Age	Sex	Race	Marital Status
51. A man should never be expected to do the dishes in other than emergency circumstances.			.05[2]		
53. School districts should refuse to hire married women as teachers.			.01[2]		
59. More than one caretaker is likely to be confusing to a year old child.		.01[4]			.05[2]
63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.					.01[2]
57. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.			.01[2]		
68. A married woman with children at home should not become involved at the career level of work.					.05[2]

Class

1=Career & Vocational Exploration
2=Group Dynamics
3=Marriage & Family
4=Intro. Psychology
5=Fundamental of Guidance

1= 18-19
2= 20-21
3=22-24
4=25-30
5= 31+

1=Male 2=female

1=Black 2=white

1=single 2=married

Table 4

"Emergent" Sub-Scores Item Analysis of Variance

m	Class	Age	Sex	Race	Marital Status
Pre-Test					
Nurturance and concern for others are equally important for men and women.		.01[1]			
In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.				.01[2]	
Any woman, married or single, should receive the same pay for a particular job as a man would.				.001[2]	
The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for these professions, are beneficial recommendations.					.01[2]
13. The values and ideals held by women will have more impact on society women are encouraged to get sufficient education and professional training.		.01[2]			
15. A married woman with pre-school age children is justified in rking simply because she wants to.					.01[2]
30 True love for her family and an active concern for mankind are inseparable for a married woman.				.05[1]	31

Table 4 (continued)

Item	Class	Age	Sex	Race	Marital Status
18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.		.05[4]			
24. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school age boys.		.01[2]			
26. As a general rule, women tend to minimize their abilities.		.01[5]			.01[2]
27. Courses in math and physics should be considered by more girls than are considering them today.				.05[2]	
29. The fact that her husband will have additional home responsibilities should not deter a married woman from working.		.01[3]			
35. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	.05[5]	.01[5]			.05[2]
40. Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.	.01[1]				
43. A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.	.01[1]				.05[2]

Table 4 (continued)

Item	Class	Age	Sex	Race	Marital Status
46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.		.05[4]			
49. One of our greatest untapped resources of competent professionals, in many areas, is women.				.01[2]	
54. Courses in the arts and romance languages should be considered by more boys than are considering them today.					.05[1]
55. Boys need to be educated so that they will be more cognizant of the broader role of today's women.			.01[2]		
61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.				.01[1]	
B. Post-Test					
1. Nurturance and concern for others are equally important for men and women.					.05[1]
4. Any woman, married or single, should receive the same pay for a particular job as a man would.	.01[5]		.01[2]		
15. A married woman with pre-school age children is justified in working simply because she wants to.	.05[1]	.05[4]			.05[2]

Table 4 Post-Test (continued)

Item	Class	Age	Sex	Race	Marital Status
26. As a general rule, women tend to minimize their abilities.				.001[2]	
29. The fact that her husband will have additional home responsibilities should not deter a married woman from working.			.01[2]		
30. The emphasis on beauty and desirability tend to encourage a premature marriage concern among our teen-aged girls.				.0001[2]	
35. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	.01[5]	.001[5]			.001[2]
48. We need more good child-care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.			.05[2]		
41. Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.			.05[2]		
46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.	.05[5]	.01[4]			
52. Women who graduate from college and work at least part time have children who are generally more independent.					.05[2]

Table 4 Post-Test (continued)

Item	Class	Age	Sex	Race	Marital Status
54. Courses in the arts and romance languages should be considered by more boys than are considering them today.			.05[2]		
55. Boys need to be educated so that they will be more cognizant of the broader role of today's women.	.05[5]				.05[2]
58. A stimulating, interesting, non-dependent type wife can be an asset to a marriage.					.001[2]

Class

1 = Career & Vocational Exploration
2 = Group Dynamics
3 = Marriage & family
4 = Intro. Psychology
5 = Fundamental of Guidance

1=19-19
2=20-21
3=22-24
4=25-30
5= 31+

1-Male
2=female

1-Black
2=white

1=single
2=married

Table 5

One-Way ANOV - Pre-Test

Levels	Class	Age	Sex	Race	Marital Status
	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.Emer.	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.-Emer.
I	(11) 3.71-4.03	(76) 3.73-4.02	(9) 3.82-3.94	(27) 3.49-3.93	(116) 3.67-3.98
II	(11) 3.47-3.76	(40) 3.59-3.89	(179) 3.47-3.76	(161) 3.49-3.74	(33) 4.00-4.17
III	(92) 3.31-3.58	(7) 3.70-3.87			
IV	(45) 3.62-3.98	(16) 4.06-4.24			
V	(26) 3.81-3.97	(11) 4.01-4.20			
F Value	1.60-1.58	3.31**-3.37**	1.37-.25	.000-.758	10.8***-6.41**

* $p < .05$

** $p < .01$

*** $p < .001$

Table 6

One-Way ANOV - Post-Test

Levels	Class	Age	Sex	Race	Marital Status
	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.-Emer.	(N) $\bar{X}$ Tra.-Emer	(N) $\bar{X}$ Tra.-Emer.
I	(11) 3.65 - 3.85	(77) 3.79 - 4.17	(9) 3.66-3.94	(26) 2.84-3.13	(116) 3.84-4.18
II	(11) 3.62-3.75	(38) 3.88-4.13	(177) 3.35-3.61	(160) 3.45-3.70	(32) 4.11-4.35
III	(93) 3.27-3.55	(7) 3.81-4.29			
IV	(45) 3.01-3.26	(16) 4.25-4.44			
V	(26) 4.11-4.38	(10) 4.25-4.43			
F Value	2.76*-2.51*	3.23**-3.16**	.39-.41	3.90*-3.16	5.63**-5.35*

* $p < .05$

** $p < .01$

Table 7

Two-way ANOV: College Class

	Traditional			Emergent		
Levels	Class (N) $\bar{X}$	Run (N) $\bar{X}$	Class X Run	Class (N) $\bar{X}$	Run (N) $\bar{X}$	Class X Run
I	(20) 3.86	(147) 3.75		(20) 4.12	(147) 4.02	
II	(18) 3.98	(147) 3.90		(18) 4.19	(147) 4.22	
III	(134) 3.79			(134) 4.10		
IV	(72) 3.73			(72) 4.05		
V	(50) 4.05			(50) 4.30		
F Value	1.98	19.4**	.65	1.59	62.4**	3.02*

* $p < .01$

** $p < .0001$

Table 8

Two-Way ANOV - Age

	Traditional			Emergent		
Levels	Age (N) $\bar{X}$	Run (N) $\bar{X}$	Class X Run	Age (N) $\bar{X}$	Run N ($\bar{X}$)	Class X Run N
I	(151) 3.75	(147) 3.75		(151) 4.10	(147) 4.02	
II	(77) 3.74	(147) 3.90		(77) 4.00	(147) 4.22	
III	(13) 3.79			(13) 4.13		
IV	(32) 4.16			(32) 4.34		
V	(21) 4.13			(21) 4.31		
F Value	3.62*	16.92**	2.01	3.87*	52.96**	1.30

* $p < .01$

** $p < .0001$

Table 9

Two-Way ANOV - Race

	Traditional			Emergent		
Levels	Race	Run	Class X Run	Race	Run	Class X Run
	(N) $\bar{X}$	(N) ($\bar{X}$)	(N) $\bar{X}$	(N) $\bar{X}$	(N) $\bar{X}$	(N) $\bar{X}$
I	(40) 3.61	(147) 3.75		(40) 4.03	(147) 4.02	
II	(254) 3.86	(147) 3.90		(254) 4.13	(147) 4.22	
F Value	$.13*	16.9**	.638	1.47	55.13**	1.97

* $p < .05$

** $p < .0001$

Table 10

Two-Way ANOV - Marital Status

	Traditional			Emergent		
Levels	Marital Status (N) $\bar{X}$	Run (N) $\bar{X}$	Marital Status X Run n $(\bar{X})$	Marital Status (N) $\bar{X}$	Run N $(\bar{X})$	Marital Status N $(\bar{X})$
I	(229) 3.76	(147) 3.75		(229) 4.08	(147) 4.02	
II	(65) 4.05	(147) 3.90		(65) 4.26	(147) 4.22	
F Value	8.90*	20.61**	.638	6.59*	6040**	.639

* $p < .01$

** $p < .0001$